behavior, and often has difficulty in regulating her emotional states. Within
group and individual sessions, cognitive behavioral approaches are inte-
grated to help patients utilize techniques to regulate emotional affects, as
once the disordered eating lessens and feelings are no longer starved or
swallowed, feelings can be experienced as overwhelming.

Martin exposes research from physicians speculating on the prevalence
and meaning of sexual abuse based on their patient populations. I have dis-
covered in my work that anorexia may mask a fear of becoming adult
whereas fat can serve a protective function. Martin quotes Dr. Karen A.
Duncan, an expert in sexual abuse recovery, who has worked with 1300
women and found that the majority of them exhibited eating disordered
behavior. She states that many victims of sexual abuse often “blame their
bodies and say things like ‘If I didn’t have breast, things would have been dif-
f erent” (p. 113). The well-rounded body has become the enemy, a liability.

Martin is a very talented writer and researcher. Even though this book
does not offer new wisdom for the seasoned clinician, it presents an extraor-
dinary compilation of information from various sources for women struggling
with an eating disorder, their parents and the general population. It can serve
as an excellence reference book for the new clinician, physicians, nutritionist
and dieticians who work with families caught in the grips of eating problems.

In closing, I would like to see Martin write a sequel to this book focusing on
eating disorders in men. She informs us, “One Million men suffer from eating dis-
orders” (p. 147). Many men go undiagnosed because of the misconception that
an eating disorder is only a female malady, and thus Martin might offer a helpful
voice to young men with eating disorders in reducing their shame and isolation
and galvanizing more widespread attention to this neglected population.

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Everybody’s Different: A Positive Approach to Teaching about Health, Puberty, Body Image, Nutrition, Self-Esteem and Obesity Prevention is based
on the premise that positive self-esteem can act as a protective, health-promoting factor for children and adolescents because it contributes to positive social behaviors, acts as a buffer against the impact of negative influences and promotes physical activity.

The book is made up of 11 chapters. Chapter 1, “Body Image and Health in Children and Adolescents” describes body image trends and outlines the many factors that are related to body image in children and adolescents including historical influences, social developments and health implications, and the relationship of body image to self-concept.

Chapter 2, “Body Image and Eating Problems Among Boys and Girls” describes how body dissatisfaction may lead to physically damaging behaviors such as dieting, disordered eating, excessive weight-lifting, obsessive exercise and steroid abuse and to eating disorders such as anorexia nervosa and bulimia nervosa. Because each condition is characterized by low self-esteem, children and adolescents with high self-esteem will be less likely to engage in these behaviors. The chapter provides a description of the spectrum of body image issues and eating problems, the causes of eating disorders, the health consequences of anorexia and bulimia and case studies of three students.

Chapter 3, “Positive Body Image Programs in Schools” summarizes activities from body image and eating disorder prevention programs and outlines self-esteem and media literacy approaches that have produced positive results in some large, randomized and controlled interventions. The chapter emphasizes O’Dea’s philosophy of “First Do No Harm” and describes the risks that can be associated with eating disorder prevention.

Chapter 3 introduces Everybody’s Different—a nine-week school-based program which forms the basis for this book. The aim of the program is to “improve the body image, eating disorder attitudes and behaviors of girls and boys in Grades 7 and 8 by focusing on developing their self-esteem and thereby decreasing the emphasis and importance of physical appearance” (p. 45). The program is interactive. Use of student discussions, group work, team work, games, play and drama is intended to foster a positive sense of self and self-efficacy in a classroom environment. A major program thesis is that everybody is different and nobody is perfect.

Chapter 4, “Developing Self-Esteem” provides a summary of the research about self-esteem development in children and adolescents; self-esteem for prevention of eating disorders and body image problems; and a description of and results from the research carried out on the Everybody’s Different program. The chapter includes 10 activities to help participants deal with stress, to build a positive sense of self and to explore their individuality and that of others.

Chapter 5, “Media Literacy for a Positive Body Image” outlines how media literacy can be employed to help students identify and reject the media-created body image stereotypes. It presents media literacy approaches
and 13 activities for the improvement of body image and therefore the prevention of eating problems. It reiterates the acceptance of diversity and differences among people to reinforce the idea that everybody’s different.

Chapter 6, “Growth, Development and Puberty” teaches students about the changes in their bodies in a factual, positive and reassuring manner. It describes growth in babies, toddlers, children and teens and includes the Tanner puberty stages, illustrations, teaching approaches and activities to help students learn about their bodies.

Chapter 7, “A Positive Approach to Food and Nutrition” outlines the many important benefits of childhood nutrition. There is detailed nutritional information and activities that teach about food groups, nutrients, major nutrients from foods, how to keep a food diary, what factors affect food habits, tips on how to read a food label, the content of packaged foods, fad diets and a card game called “Nutritional Pursuit.” O’Dea stresses that the most effective way to teach about food and nutrition is to engage students with some sort of personal relevance and personal interest so that they can learn to apply the nutrition theory to their everyday lives.

Chapter 8, “Weight Issues and Child Obesity Prevention” discusses the limitations of using the BMI to measure overweight and obesity among growing children and adolescents. The chapter reiterates O’Dea’s philosophy of “do no harm” and cautions against inadvertent suggestions of dieting and other weight control techniques which can lead to unintentional creation of body image and weight concerns and dieting. It emphasizes that untested health education messages have the potential to further stigmatize fat children and perpetuate the stereotypes and prejudicial beliefs documented among physicians, health professionals and educators. The chapter ends with a holistic approach to teaching about health issues and provides activities that foster health, physical activity and well-being in schools.

Chapter 9, “The Role of Teachers in Body Image Development and the Prevention of Obesity” looks at the need to specifically examine how teachers and school personnel may be best trained and prepared to prevent eating disorders and child obesity. It stresses that teachers and other educators must address their own issues with food, weight and body image and their own attitudes towards eating disorders and obesity. The chapter presents a course outline and training program for health educators, home economics and physical education teachers.

Chapter 10, “A Whole-School Approach to Body Image and Obesity” describes a three-pronged framework which encompasses: school curriculum, teaching and learning; school ethos, environment and organization; and school-community partnerships and services. Case studies are presented describing how several primary and high schools used this approach for dealing with the issues of eating disorder prevention, body image improvement and child obesity prevention.
Chapter 11, “Summary and Conclusions” summarizes each chapter and outlines how to use this book in a coordinated and integrated approach.

_Everybody’s Different: A Positive Approach to Teaching about Health, Puberty, Body Image, Nutrition, Self-Esteem and Obesity Prevention_ is a summary of Jenny O’Dea’s 25 years of professional experience as a nutritionist, health educator and researcher. O’Dea clearly tells teachers and other health professionals what not to do in addressing child obesity and body image. She provides a rational, informed, creative and passionate alternative to the weight-loss solutions put forth in the present “war on obesity” that stigmatizes children who are fat.

Each chapter provides a wealth of information which is supported by current research (including her own) and, when applicable, offers case studies, activities, a list of references and appropriate web sites to access. The book is structured so that each chapter can stand alone as a valuable reference resource or be used to provide background and context for the _Everybody’s Different_ program.

The _Everybody’s Different_ program is well-designed and includes enough sessions to reinforce the concepts being taught. The activities are varied and interesting and are presented in an engaging and interactive manner. Although the _Everybody’s Different_ program was designed for grades 7 and 8 it can be adapted for use with different age groups, be used as part of an existing program and/or with individual children as part of a counseling practice.

The weaknesses of the book are in the attempt to entwine eating disorders (or “eating problems”) with childhood obesity and the assumption that what works in preventing one, will also prevent the other. While dieting may not be the solution to either, the etiology of an eating disorder and of obesity are profoundly different. An eating disorders is a mental or psychological disorder. Linking obesity to eating disorders may lead to the assumption that obesity is also a psychological disorder instead of a description of excess weight which often (but not always) relates to poor nutrition and lack of physical activity. Unlike obesity which occurs in equal numbers in girls and boys, gender is a major risk factor in developing an eating disorder. Thus it is difficult to imagine how eating disorders can be prevented without addressing the loss of voice and powerlessness which are aspects of growing up female in our culture.

_Everybody’s Different: A Positive Approach to Teaching about Health, Puberty, Body Image, Nutrition, Self-Esteem and Obesity Prevention_ is an excellent resource for implementing health-promotion and is a valuable contribution to the literature. The reader will benefit greatly from Jenny O’Dea’s varied experience, professional integrity and expertise.

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